**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **Healthy Minds, Healthy Bodies**  TIME FRAME: **First Six Weeks**  GRADE: **Fourth Grade**

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Students examine emotions through a traditional favorite, Judy Blume’s *Tales of a Fourth Grade Nothing*, as well through Sharon Creech’s *Love that Dog,* Grace Nichols’ poem “They Were My People,” and the traditional "Monday’s Child Is Fair of Face." *Harriet the Spy* (Louise Fitzhugh) is the suggested read aloud for this unit because, just as Harriet writes everything down in her journal, students keep a journal of what they learn throughout the year. Nonfiction text about building healthy bodies and minds is supplemented with nonfiction biographies of doctors and health issues. Students summarize fiction and nonfiction texts, write information/explanatory pieces, and engage in collaborative discussions—all skills that will be used throughout the fourth grade year. Finally, this unit ends with a class discussion and paragraph response to the essential question. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  🗹 Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.  🗹 Students will use technology and digital media strategically and capably.  🗹 Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | | | | |
| **Reading**  **(Including Foundational Skills)**  **RL4.1** – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.  **RL4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize the text.  **RL4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **RL4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  **RI4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI4.2 -** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **RI4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*  **RI4.8** Explain how an author uses reasons and evidence to support particular points in a text.  **RFS4.3a** - Know and apply grade-level phonics and word analysis in decoding words. Use combined knowledge of all letter-sound correspondences, **syllabication patterns**, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.  **RFS4.4a** – Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. | **Writing**  **W4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **W4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other  **W4.3a -** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **W4.3e -** Provide a conclusion that follows from the narrated experiences or events. | **Speaking and Listening**  **SL4.1a** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **SL4.1b** – Follow agreed-upon rules for discussions and carry out assigned roles. | **Language**  **L4.1d -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).  **L4.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.  **L4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L4.4a** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| **How do stories reveal what we have in common?** | | | * Read and discuss a variety of fiction and nonfiction about matters of the heart: family, transitions to fourth grade, and building healthy minds and healthy bodies. * Write a variety of responses to stories and poems. * Find similarities and differences in story characters, and how they change over the course of a story. * Recite poetry for classmates. * Participate in group discussions about building healthy minds and healthy bodies. * Research a famous doctor or scientist and write a bio-poem (i.e., a biography in poem form) about him/her. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  Read a biography and other informational text about famous doctors and scientists. What can you learn about yourself from reading these biographies? Write a bio-poem about the person you read about that includes important facts you think your classmates should know. Include audio or visual displays in your presentation, as appropriate. Share your poem with your class | **Writing Tasks**  Write your own response on a Post-It note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in.  Jack changes from the beginning to the end of *Love That Dog* (Sharon Creech. Create a two-column chart in your journal with two headings: "Beginning of school year" and "End of school year.” Under each heading, list examples of the things Jack does, thinks, and says in the beginning of the year compared to the end of the year. What do you think Jack can teach you about yourself? | | **Discussion Tasks**  Compare and contrast what is the same and what is different about characters, problems, and solutions in literature. Does any of this remind you of experiences you’ve had? Turn and talk about your ideas with a partner. Then, look back for specific lines or paragraphs from the stories and poems read that describe what you mean. | | **Language/Vocabulary Tasks**  Words that share roots are related in their meanings. As an individual and as a class, keep an index card file of new words learned in this unit. Keeping the words on index cards will allow you to use and sort the words by meaning and spelling features. (Note: This will be an ongoing activity all year long.) |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| **Literary Graphic Organizer**  As a class, we will keep a chart with the categories listed below of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature.   * + - Title and author     - Type of literature (story or poem)     - Main character(s)     - Problem     - Solution     - Summary (using the “[Somebody-Wanted-But-So” strategy](http://wvde.state.wv.us/strategybank/Somebody-Wanted-But-So.html)) | | As a class, summarize what was learned in this unit as it relates to the essential question “How do stories reveal what we have in common?” Following the class discussion, write your response in your journal and share it with your teacher. | | MAP Benchmark | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  **Text about Poetry Terms**   * + - *Skin Like Milk, Hair of Silk: What Are Similes and Metaphors?* (Words Are Categorical) (Brian P. Cleary)   **Stories (Read Aloud)**   * + - *Harriet the Spy*(Louise Fitzhugh)   **Stories**   * + - *Love that Dog*(Joanna Cotler Books) (Sharon Creech) (EA)     - *The Secret Garden (*Frances Hodgson Burnett)     - *Clarice Bean Spells Trouble*(Lauren Child)     - *Fourth Grade Rats* (Jerry Spinelli)     - *Just Juice* (Karen Hesse and Robert Andre Parker)     - *Red Ridin' in the Hood: and Other Cuentos*(Patricia Santos Marcantonio and Renato Alarco)     - *Porch Lies:*     - *Tales of Slicksters, Tricksters, and other Wily Characters*(Patricia McKissack and Andre Carrilho)   **Children’s Literature Books**   * The Boy Who Saved Cleveland by James Cross Giblin * *Beautiful Blackbird by Ashley Bryan* * *The Bully by Judith Casely* * *Lily’s Secret by Imou Miko* * *Hooway for Wodney Wat by Helen Lester* * *Crickwing by Janell Cannon* * *Big Bad Bruce by Bill Peet* * *Aesop’s Fables* * *I’m Scared and I’m Frustrated by Elizabeth Crary* * *Sun and Spoon by Kevin Henke*   **Poems**   * [A Healthy Body Means A Healthy Mind](http://www.poemhunter.com/poem/a-healthy-body-means-a-healthy-mind)by Dr. Rajendra Tela, Nirantar * “They Were My People” (Grace Nichols) (E) * "Monday’s Child Is Fair of Face" (Mother Goose) * "Dreams" (Langston Hughes) (EA) * "[Humanity](http://inkspector.tblog.com/post/1969955539)" (Elma Stuckey) * “[On the Way to School](http://www.blackcatpoems.com/g/on_the_way_to_school.html)” (Charles Ghigna) * "The Drum" (Nikki Giovanni) * *Honey, I Love: And Other Love Poems* (Eloise Greenfield and Leo and Diane Dillon)   **Informational Texts**   * *What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?* (My Health) (Jean Stangl) * *The ABCs of Asthma: An Asthma Alphabet Book for Kids of All Ages (*Kim Gosselin and Terry Ravanelli) * *I Wonder Why I Blink: And Other Questions About My Body*(Brigid Avison) * Those Mean Nasty Dirty Downright Disgusting but…Invisible Germs. * [Dr. Christian Barnard performed the first human heart transplant](http://www.readwritethink.org/classroom-resources/calendar-activities/christian-barnard-performed-first-20370.html) (ReadWriteThink) (W.4.7) After discussing the causes of heart disease, talk about the role that diet and exercise can play in maintaining a healthy heart.   **Biographies**   * + - *Elizabeth Blackwell: Girl Doctor* (Childhood of Famous Americans) (Joanne Landers Henry)     - *Clara Barton* (History Maker Bios)(Candice Ransom)     - *100 African Americans Who Shaped History*[chapter on Daniel Hale Williams] (Chrisanne Beckner)   **Biographies (Advanced Readers or Read Aloud)**   * + - *The Mayo Brothers: Doctors to the World* (Community Builders)(Lucile Davis)     - *Charles Drew: Doctor Who Got the World Pumped Up to Donate Blood* (Getting to Know the World's Greatest Inventors and Scientists)(Mike Venezia) | | | | | |
| **Cross-Curricular Connections:**  **Math Lesson Connections**   * [Caloric Burning Activities](http://www.uen.org/Lessonplan/preview?LPid=103)  Students will use problem solving, decision making and basic math skills to calculate calories used during different activities. * [Food Intake and Physical Activity](http://www.uen.org/Lessonplan/preview?LPid=159)  Students graph their estimations of caloric intake and caloric expenditures   **Science Lesson Connections**   * ***(Recommended)*** [Food For Thought: Elementary Lessons on nutrition and healthy living (Gr. 5)](http://www.learnnc.org/lp/editions/nutrition/6.0) - The Food for Thought nutrition curriculum was created to help educators teach the nutrition objectives of the Healthful Living Standard Course of Study while integrating healthy eating and physical activity into math and English language arts. Through effective nutrition education, students can be motivated to adopt healthful dietary patterns and healthy lifestyles. * [Scholastic Lesson 3: Healthy Mind and Body:](http://www.scholastic.com/browse/article.jsp?id=3755724)Develop a plan to live a healthier, more balanced life * [Food Pyramid Game](http://www.harcourtschool.com/activity/pyramid/pyramid.htm)  Sort through foods and put them on the correct part of the pyramid. * [Food Pyramid Match Up](http://www.harcourtschool.com/activity/con_food/con_hlth.html)  Do you know the what foods are in the meat, bread, and fruits and vegetable groups? Test your knowledge. * [Kidnetic.com](http://www.kidnetic.com/)  Great site with 2 Fitness Challenges including a scavenger hunt, sit ups, jumping jacks and stair stepping. Fun, interactive game about different organs of the body, what they do and how to feed them. Healthy recipes, cooking tips, safe food handling tips. * [MyPyramid Blast Off](http://teamnutrition.usda.gov/Resources/game/BlastOff_Game.html)  Reach Planet Power by fueling your rocket with food & physical activity. * [Childhood Diseases:](http://www.nchealthyschools.org/docs/lessonplans/4/grade4-201.pdf) Identify problems associated with and measures to control common childhood diseases or conditions such as asthma, allergies, diabetes, and epilepsy. * [Preventing the Spread of Germs](http://www.nchealthyschools.org/docs/lessonplans/4/grade4-203.pdf) : Summarize methods for preventing the spread of germs that cause communicable diseases. * [Dealing with Stress](http://www.nchealthyschools.org/docs/lessonplans/4/grade4-102.pdf): Predict physical and emotional reactions to stressful situations. * [Bullying](http://www.nchealthyschools.org/docs/lessonplans/4/grade4-304.pdf) : Demonstrate the ability to seek help or assistance for bullying. * [Bully Roundup](http://www.bam.gov/sub_yourlife/yourlife_bullyroundup_game.html)  Test your bully smarts. * [You're In Charge](http://pbskids.org/itsmylife/games/in_charge_flash.html)  Both parents are out of the house. What do you do if the doorbell or the phone rings, or if little brother gets hurt?   **Social Studies Lesson Connections**   * [Hey, Mom! What's for Breakfast?](http://www.econedlink.org/lessons/index.cfm?lesson=EM41) In this lesson students working in cooperative groups will: 1. Discuss food items they consume for breakfast. 2. Investigate elements of foreign culture, particularly food. 3. Use map skills to locate selected foreign nations. 4. Increase their economic vocabulary. | | | | | |